**Instructional Unit Integrating *Thinkfinity***

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| Teacher: | **Lance E. Lavelle** | | | | Date: | **11-30-2009** | |
| Subject: | **Science** | | | | Grade: | | **7** |
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| Instructional Unit Title: | | | **Genetics** | | | | |
| Time / Length of Unit: | | | **3-5 weeks** | | | | |
| Describe the students in this class. | | | | | | | |
| **A teaming class with very a wide array of students (from very high to very low). The class is motivated and inquisitive, but requires content information provided several times in varied modalities.** | | | | | | | |
| Provide a brief abstract or overview of the instructional unit. | | | | | | | |
| **The main purpose of the unit is to introduce students to DNA and the concept of genetics. Students learn that half of their genetic material comes from their father, while the other half comes from their mother. They discover that certain genes are dominant, while others are recessive. They are also introduced to the genetic disorders, genetic mutations, and other health-related issues.** | | | | | | | |
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| Thinkfinity Lesson Title: | | | | **Genes and Geography** | | | |
| URL of Lesson: | | **http://www.sciencenetlinks.com/sci\_update.php?DocID=164** | | | | | |
| Description of Thinkfinity Lesson. | | | | | | | |
| **The lesson spotlights a Science Update podcast dealing with the continuity and lineal ancestry of DNA. Students are asked to listen to a brief podcast, review some summarized research, and answer a series of questions about human history and genetics.** | | | | | | | |
| Describe how the Thinkfinity lesson is an integral part of the unit. | | | | | | | |
| **This lesson ties Social Studies with Science in such a way that a 7th grader may find it interesting. The lesson demonstrates that -- at the genetic level -- people are really not that different. Furthermore, it shows that power of genetics and genetic research in determining ancestry and historical migration of groups of people. While not part of the curriculum, the lesson is Standards-based in that it highlights the relevancy of genetics research and could be part of a fantastic Extended Thinking lesson.** | | | | | | | |